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ABSTRACT

Social studies lessons developed by students in the elementary social studies education program at the University of Texas (Permian Basin) are provided. The lessons are presented according to the phase in which they were developed. Phase I consists of lessons created in the Fall, 1979; Phase II includes selected Phase I lessons which were revised, taught, further revised, and evaluated. Phase I also includes lessons developed in the Spring 1980 class which survived the evaluation of at least two committees. The materials are presented according to grade level and comprise the subjects of history, government, sociology, economics, psychology, anthropology, and geography. Each lesson identifies the discipline, grade level, topic, amount of time needed, purpose, procedures, and materials required. Activities involve cooking an authentic colonial dessert, a bartering session using an object bought from home, constructing Egyptian pyramids, making a model volcano which erupts, examining group behavior, and writing commercials using specific advertising techniques. Students also write autobiographies, analyze problems of their town, investigate propaganda in newspapers, draw population maps of their block, analyze the relationship between color and emotion, and learn common words of Mexico. (KC)

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We Have a Better Idea

(An Experimental Project in Lesson Development)

Phase I

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Elementary Social Studies

Introduction v

Primary Grades

Kindergarten
History 1
Government 2
Sociology 3

First Grade
Economics 4
Psychology 5
Psychology 6
Anthropology 7

Second Grade
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Geography 9
Economics 10
Economics 11
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INTRODUCTION

As part of the elementary social studies methods class at The University of Texas of the Permian Basin, students elected to develop an idea book for classroom use. Over one hundred and fifty lessons (or ideas) were submitted for consideration. The class formed evaluation committees and reviewed each lesson individually. The lessons that survived this review were then sent on to a special publication committee for review. Only forty-nine of the original lessons were selected to be included in this publication.

This publication would not be possible without the support of Ms. Jean Tims who also reviewed the material and supervised the typing. Ms. Beverly Brewster typed the final draft of the publication.

Discipline: History

Grade Level: Kindergarten

Topic of Lesson and Time: First Thangsgiving, 45-60 minutes

Purpose: This activity gives the student an opportunity to make and eat an authentic colonial dessert which was possibly served on the first Thanksgiving feast.

Procedure: Since kindergarten students cannot abstractly vision the past, it is helpful if the teacher dresses as a Pilgrim or an Indian for the day. After reading a story about the first Thanksgiving feast, the teacher will discuss some of the foods that the Pilgrims ate. After the story discussion, the class will be divided into centers. Each center will help make part of a colonial dessert that was eaten possibly on the first Thanksgiving. Everyone will get to eat flummery when it is finished.

Materials: Ingredients for flummery - oat or corn meal, water, milk, cider, eggs, sugar, maple syrup, hot plate, pan, serving dishes and spoons for students copy of a story about the first Thanksgiving feast

Recipe for Flummery

1. oat or corn meal
2. water
3. milk (little)
4. eggs (1 or 2)
5. sugar
6. maple syrup
7. cider (colonists used rum or brandy)

There are no measurements. The colonial ladies used their judgement when mixing the ingredients

Boil the oat meal in water until mushy. Add a little milk, and egg or two while the pan is still over heat. Add sugar to taste - dash of cider - serve warm with maple syrup on top.

Discipline: Government

Grade Level: Kindergarten

Topic of Lesson and Time: Our Flag, 20 minutes

Purpose: To teach the children to have respect for the flag

Procedure: The children will cut and paste the red stripes of the flag on a white sheet of paper. The canton of the flag will be on blue construction paper with the outline of the stars. As the children work on their project, we will discuss the symbolism of the colors: red - courage, white - purity, blue - justice, the stars and the stripes. Upon completion of the project, the flag will be posted while the children say the Pledge of Allegiance individually.

Materials: Ditto copy of present U.S. flag
red stripes
white stars,
blue square with outline of stars
scissors
glue

Discipline: Sociology

Grade Level: Kindergarten

Topic of Lesson and Time: My Family, 30-40 minutes

Purpose: This activity gives the student an opportunity to identify his family relationships and share these relationships with the other students.

Procedure: Prior to this lesson the teacher will take a picture of each student. On a table, the teacher will have outlines of houses with a student's picture pasted on the door. The students will find "their House." They will draw a picture of the family members at the windows on the house. During sharing time each student will tell about his "house" and family.

Materials: This activity requires the following materials:
House outline
Photograph for each student
Crayons
Pencils

Discipline: Economics

Grade Level: First

Topic of Lesson and Time: Family Income, 35 minutes

Purpose: The student, by naming and seeing a list of things, can see how the money the family has will be spent.

Procedure: The class will discuss where each student gets money to buy things he wants. Then teacher will ask questions like--where does daddy and mother get their money and what things do they buy with their money. Teacher will write items on board as students name the items. Class decides which items are more important. Then the students chose one item and cut out a picture of that item, paste it on the poster board. Heading of poster bulletin board--A Family Buys.

Materials: Poster board (2)
Tape (putting poster board together)
Scissors
Pictures
Paste
Marks-a-lot

Discipline: Psychology

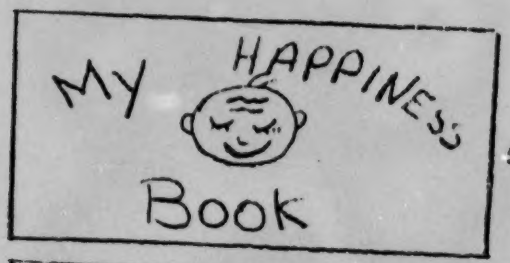
Grade Level: 1st grade, 5-6 20 minute periods

Topic of Lesson: Emotions-Happiness

Purpose: To make students aware of different emotions

Procedure: The teacher will provide drawing paper for several days. Each paper will have a heading such as: Mother is happy when..., I am happy when.... The student will draw a picture to complete the sentence. Each drawing will be put together in book form.

Materials: Drawing paper
Pencils
Crayons
Stapler



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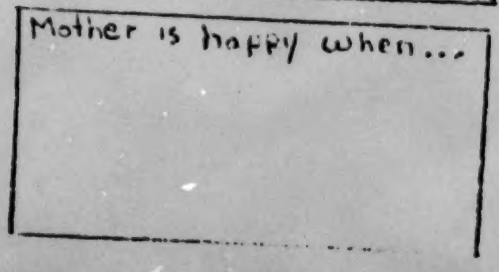


Discipline: Psychology

Grade Level: Primary

Topic of Lesson: Role Play

Purpose: To expose students to certain feelings and responses to them.

Procedure: After discussing emotions and expressions of them, the students will have opportunities to role play different situations. It will be emphasized that acting ability will not be judged. The purpose of role playing is to expose students to emotions and responses to those emotions. One role play situation will deal with a new student in the class. Feelings of the new student and those who eventually befriend her will be discussed after the role play is ended. Students will take the roles of the new student and the classmates. The second role play will involve the death of a child's pet and his feelings toward it. The support of his friends will be stressed. Feelings of grief and loss will be discussed.

Materials: Teacher prepared role play situations

Discipline: Anthropology

Grade Level: Primary

Topic of Lesson and Time: Pictographs

Purpose: To acquaint the students with pictographs and communication.

Procedure: After studying the Indians of the southwest, the students will be divided into four groups for writing a pictograph. Each group will use symbols used by the Indians to depict a story. The materials available to them will be butcher paper and markers. The students may color their pictographs if they wish. After finishing their stories, each group will present its pictograph before the class. The symbols to be used will be displayed on a bulletin board.

Materials: Butcher paper
Markers
Crayons

Discipline: History

Grade Level: 2nd grade

Topic of Lesson and Time: Mexico, 50 minutes

Purpose: This activity reinforces reading and writing skills, by reading words, drawing the picture, and listing the words.

Procedure: The students will construct a mural depicting Mexican objects. The teacher will supply butcher paper and tape it to the wall. Students will use their own crayons or crayons supplied by the teacher. Each student will be assigned his own separate space to color. The student will color the object and put the correct name under it. The teacher will have a list of Mexican words and the student will choose one word and draw the picture representing the word.

Materials: Butcher paper
Crayons
List of Mexican objects

List of Mexican objects

sombrero - hat
canasta - basket
cinto - belt
burro - donkey
gato - cat
perro - dog
guitara - guitar
telefono - telephone
rojo- red
pinata - paper mache animal form
serape - cape
taco - Mexican pie
matador - bullfighter
mantilla - scarf
tortilla - flattened dough
charros - horsemen

Discipline: Geography

Grade Level: 2nd and 3rd grade

Topic of Lesson and Time: Population Density in Neighborhoods, 40 minutes

Purpose: This activity gives the student practice in the skills of mapmaking in an area with which he is familiar.

Procedure: The students will draw a map of their block on a sheet of construction paper. The map will then be attached to a 8" x 10" piece of particle board. At each house on the map, the student will place a pin for each person living there. Some students may want to be more specific with their maps and put different colored pins for men, women, boys, girls. This would require the student making a legend.

Materials: This activity requires the following materials: 8" x 10" particle board for each student; construction paper for each student; straight pins with large colored heads; students' pencils and crayons; an example of a population density map; and the students' information about their block (This information gathering will be an outside assignment made prior to the map construction.)

Discipline: Economics

Grade Level: 2nd grade

Topic of Lesson and Time: Lets trade, 30 minutes

Purpose: This helps children to understand that there are ways to obtain goals other than using currency.

Procedure: The students will have been asked to bring to school an object (preferably a small toy) that they would like to exchange and that they think someone else might like. Careful instructions must be given concerning the value of the object to be exchanged (inexpensive) and the object must be seen and approved by the students parents before bringing it to school.

Each student will be allowed to move around the room at will examining all the objects. The bargaining must be carefully monitored for fairness and application of the rules of bartering. The activity ends when each child has an object other than the one he brought. If some children are not able to make an exchange the teacher will help by choosing an object for them if both students agree and neither one is able to make an exchange.

Materials: An object from home (1 per child)

Discipline: Economics

Grade Level: 2nd (second)

Topic of Lesson and Time: Shopping day, 40 minutes

Purpose: By taking the play money and being able to spend it in a play store (looking for the best buys), this causes the student to make decisions, read, and comparitively shop.

Procedure: Each student will be given $1.00 to spend as he chooses in the store (play store set up in room). After each student has bought his items and spent his money, everyone will have a chance to show what he bought. As a class discussion, we will talk about who probably got the best buy for his money.

Materials: Cardboard store
Play money
Stock items (clothing, toys, records, books, etc.)
Play cash register (operated by a student or the teacher)

Discipline: Sociology

Grade Level: 2nd (second)

Topic of Lesson and Time: Why don't you like me?, 30 minutes

Purpose: When the students observe the demonstration, and then evaluate it, they are being forced to give some of their opinions about behavior that is acceptable and non-acceptable.

Procedure: The students will get in a circle on the floor. The teacher will put on a class demonstration. In this demonstration the teacher will do some acceptable and some non-acceptable things (socially). (For example, the teacher might say, Good morning class, I hope you won't be as dumb today as you were yesterday, etc.) After the demonstration, the class will decide which behaviors demonstrated by the teacher were socially acceptable and which were not and why.

Materials: Students
Teacher dialog

Discipline: Sociology

Grade Level: 2

Topic of Lesson and Time: Interaction among groups, 30 minutes

Purpose: The purpose of this unit is to develop an appreciation for those people who help us in the community.

Procedure: The teacher will explain the role of each community helper to be covered in the unit--the postman, fireman, policeman, nurse, doctor, and neighbors. The students will present a play incorporating the community helpers. The play: The students will be divided into groups. The first group will serve as a family. The postman will deliver the mail. For three days he does not make the rounds. The mother is looking for a special letter, but the postman never arrives. She realizes the importance of him. One night as the family sleeps the house catches on fire. The family does not awake until the neighbors arrive. One neighbor calls the fire department. They arrive and immediately start to put out the fire when someone detects that the baby is still inside. One brave fireman fights the flame and smoke and goes inside the house and rescues the child. The child is taken to the hospital and there the nurses and doctors save the child by using all of the knowledge they have in addition to medical technology available at the hospital. Back at the scene of the fire, looters are trying to pilfer from the family the few possessions they have left which they earned through hard work. The policeman comes to their rescue and runs the looters away. He goes beyond the call of duty and keeps a vigil over the family's possessions all night. The neighbors take the family into their homes and give them shelter and food. The concluding activity finds the neighbors helping the family to rebuild their home. The fireman and policeman start a fund to help the family to recover a portion of their loss. The family expresses gratitude.

Materials: Uniforms
Firemen or fireman's hat - firetrucks
Postman - letter and mailbox
Policeman or a badge - whistle
Nurse or nurse's cap - nurse's kit - bed (2 chairs together)
Doctor - doctor's kit - pillow

Discipline: Anthropology

Grade Level: 2nd or 3rd grade

Topic of Lesson and Time: Prehistoric Writing, 30 minutes

Purpose: To keep the students interested in studying prehistoric history.

Procedure: After a review of the culture and lifestyle of a prehistoric civilization the teacher will prepare a ditto sheet of "symbols" and pass one out to each student. These symbols will be things like a spear, a man, a deer, a stream, corns, a mountain, etc. The students will write a story using their symbols. After the students have completed their pictogram stories, let those who want to, read their stories to the class. These stories will be collected and compiled into a Prehistoric Story Book and placed in the reading center.

Materials: Ditto sheets
Drawing paper

Discipline: Government

Grade Level: 3rd grade

Topic of Lesson and Time: The Relationship between Citizens and the Government, 2 one hour class periods.

Purpose: To help the third graders understand how our democratic governmental system works.

Procedure: I will discuss the fact that America is a democracy and in this system, the people get to help decide who will be put in the governmental offices (President, Vice President, etc.). I will explain that the people do this by voting. We will then read a short article on how Russia's government works with regards to letting the people speak out and voice their opinions. (The article will tell how there is no democracy. The people do what the government appointed officials say, regardless of how they feel.) We will then talk about how it is each American citizen's responsibility to vote and voice his opinion.

I will tell the students that our class is going to hold an election for a class President and Vice President. I will issue voter's registration cards to all members of the class. I will explain, that to vote in the election that each student must have their voters registration card. I will explain that the President and Vice President will help the teacher decide on things having to do with some of the social events in the classroom. (Example: The Christmas Party - The elected officials will talk to class members and get their opinions on such things as (1) choices of refreshments, (2) amount of money to be spent on gifts, etc. Then the elected officials will meet with the teacher and together they will discuss the party and plan it. The elected officials will be sure to express the class room members' suggestions.)

The students will then nominate 4 or 5 students for President and 4 or 5 students for Vice President. These students will give a short speech as to why they think they will make a good class leader.

I will draw up ballots and the students will be able to vote if they can produce their voters registration cards. I will then count the ballots and inform the class of their new President and Vice President. I will have explained that

just because everyone does not vote for a certain person to win, that that person may win anyway if he has over one half of the students' votes.

Materials: ballots
voters registration cards
article on how Russia's government works with regards to letting people voice their opinions.

Discipline: Anthropology

Grade Level: 3rd grade

Topic of Lesson and Time: The Kung Bushmen, 40 minutes

Purpose: To help the students to further understand the Bushmen's lifestyle.

Procedure: After a study of the life of the Kung Bushmen of south central Africa, the students will draw pictures of how they think this nomadic tribe looks and lives. They will draw pictures of the Bushmen's types of huts, the kinds of food they eat, the tools they use, and any type of activity they might participate in. After these are drawn, they will be mounted and a discussion will follow.

Materials: Paper
Crayons or Pencils

Discipline: Anthropology

Grade Level: 3rd grade

Topic of Lesson and Time: Culture Borrowing, 30 minutes

Purpose: This activity helps the student to understand that many things they take for granted in their environment would not exist without the help of other cultures.

Procedure: The teacher will set up a display in the room containing the materials listed. The students will be asked "Do you know what these are?" Point to each item. "Where did they come from?" A discussion will follow describing the part of the world each object has been borrowed from and how it came to this country. The discussion will be led by the teacher, but will be open for students responses. As a part of the discussion students will be asked to think what their lives would be like without these objects and what could be used to take their places. They will compare their ideas.

Materials:
- A drinking glass
- A cotton shirt
- Tea
- Coffee
- Paper
- Calendar
- Display table

Discipline: Anthropology

Grade Level: 3rd grade

Topic of Lesson and Time: Family, 35 minutes

Purpose: To help students be aware that their family's traditions and migrations are part of our culture.

Procedure: Each student will be asked to bring one family tradition to share with the class plus where their ancestors have lived in the United States (or elsewhere) as far back as they have knowledge of. In class the information on family migration will be recorded on a large U.S. map entitled "Our Class and Where We Came From." After the map is complete the students will share their family traditions.

Materials: Large blank map of U.S.
Marks-a-lots
Regular U.S. map

Discipline: History

Grade Level: 4th

Topic of Lesson: Construction of Egyptian Pyramids

Time of Lesson: 60 minutes

Purpose: This activity will reinforce reading and drawing skills. Each student will be responsible for reading two paragraphs pertaining to pyramid construction. After students have finished the required reading they will draw their pyramid on the portion of butcher paper alotted to them.

Procedure: Order of Lesson
The students will all be responsible for reading two paragraphs which deal directly with the construction of ancient pyramids. The students' knowledge of pyramid construction will be limited. The concept of pyramid construction with primitive tools and slave labor will be implanted in the minds of the students.

Materials: Butcher paper
Condi crayons
Art pencils

Discipline: History

Grade Level: 4-6

Topic of Lesson and Time: Early New England Shelters - 55 minutes

Purpose: This activity involves students in research activities. It also helps to motivate the students.

Procedure: Students will be given the same materials early colonists had to build a model shelter. Students should have done some research into the type of shelters early colonists built. Popsicle sticks can be used for the framework. Next take a small amount of mud or mud and grass, and apply this to the popsicle framework. Repeat this procedure until entire framework is covered. Next, allow time for the projects to dry. Encourage students to make the shelters as authentic as possible. They might add small pots or campfire sites to the area surrounding the shelter.

Materials:
- Mud
- Rocks
- Grass
- Popsicle sticks
- Posterboard
- Construction paper
- Scraps of cloth

Discipline: Geography

Grade Level: 4th grade

Topic of Lesson and Time: Planning a trip in Texas, 45 minutes

Purpose: This activity will give the students experience in using a road map. It will also acquaint them with the geography and points of interest in their own state.

Procedure: The students will be placed into groups of three. Each group will be given a road map of Texas. To eliminate duplication and confusion and to promote interest the teacher will write the names of a city in Texas on a piece of paper and place the names in a bowl. There will be as many cities as there are groups. The students will be asked to draw out of the bowl. The city they draw will be their destination. They will be told that they are going on a trip but before they go they must do some planning. A short discussion about why it is important to plan a trip ahead of time will follow. The students will be asked to plot a course on the map with red markers. They are to choose the shortest possible route to their destination. They must be able to list any areas of scenic interest they may go through (state parks, mountains, desert, etc.), any large cities (over 50,000 pop.) and what kind of roads they will be traveling on (interstates, state, county, federal, etc.). The students will record their findings on a sheet of paper. As an enrichment project the students can write letters to the Chamber of Commerce or Tourist Bureau in their destination city asking information about the city and surrounding area. Those that receive an answer may share it with the class.

Materials: Road map of Texas (filling station type)
Red markers

Discipline: Geography

Grade Level: 4-6

Topic of Lesson and Time: Volcanoes, 60 minutes

Purpose: Students will be involved in research skills and this activity helps them understand the workings of a volcano and erosion.

Procedure: Students will be given a hollow cone structure and a box. They will cover the cone and the box with paper mache. After this has dried, have the students paint the volcano and surrounding terrain (box) with the appropriate colors. Then place a small container inside the volcano. Make sure lip of container is near top of volcano. May need to place a stand inside volcano. Add baking soda to the container. Next add some food coloring, and then vinegar. Your volcano should erupt.

Materials: Vinegar
Baking Soda
Food Coloring
Paper Mache
Paint (tempra)

Discipline: Sociology

Grade Level: Intermediate

Topic of Lesson and Time: Crowd Behavior, 30 minutes

Purpose: To make students aware of the reality of group behavior.

Procedure: After studying different types of group behavior as seen at sports events, occupations, school, social events and religious activities. The students will construct a picture depicting one of the types of group behavior. The materials of construction paper, crayons, scissors and glue will be available for use. The students will be required to write a paragraph describing the group behavior shown in their pictures.

Materials: Construction paper
Crayons
Glue
Scissors

Discipline: Sociology

Grade Level: Grades 4, 5, & 6

Topic of Lesson and Time: Symbol reading, 40 minutes

Purpose: To enhance the students knowledge of the Plains Indians.

Procedure: After studying the Plains Indians, the teacher will pass out copies of Indian symbols and a copy of a story written in symbols for each child to translate.

Materials: Ditto sheet with symbols
Ditto sheet with story

Discipline: Psychology

Grade Level: 4-6

Topic of Lesson and Time: Frustration and Conflict, 30 minutes

Purpose: The purpose of this activity is to make students aware that emotions can be expressed in different forms.

Procedure: The teacher will explain to the students the different strokes or lines of art which express emotions or moods, also, describe colors and hues with respect as to how they express emotions or feelings. The student will paint a mural on butcher paper using strokes or lines to represent his feelings or emotions. He will also choose the appropriate colors that should be used.

Materials: Butcher Paper
Paint
Brushes

Discipline: Psychology

Grade Level: 4th or 5th

Topic of Lesson and Time: Things that make you fearful, 45 minutes

Purpose: This activity reinforces writing and developing hypotheses.

Procedure: The students will write a paper telling about several things that might make them fearful. First of all, a list of several things that make people fearful will be written on the board. A high building, a big barking dog, a dark room, riding in a plane and being stuck on an elevator will be on this list. In this paper the students will write and describe their feelings when such things like that happen to them and when such fear arises. The students will be asked to write if they can identify the source and origin of such fear.

Materials: Paper
Pencils

Discipline: Psychology

Grade Level: 4th grade

Topic of Lesson and Time: Feelings and emotions, 30 minutes

Purpose: To help children learn to express their feelings and understand they are normal and natural.

Procedure: The children will choose any or all of the questions on a list which will include:

a) I feel really good when . . .
b) Happiness . . .
c) I feel sad when . . .
d) When I'm really angry, I . . .
e) In school, I usually feel . . .

or the children may write up their own as long as they have to do with feelings and emotions. Their answers will come from magazines in which they will use these pictures to form a collage (or draw their own).

Materials: Magazines
Glue
Scissors
Posterboard

Discipline: History

Grade Level: Grade 5

Topic of Lesson and Time: 50 states and their sequence of joining the United States, 50 minutes.

Purpose: The students will practice the skill of making a time line and seeing how events can be related.

Procedure: The students will construct a scroll. On this scroll the students will sketch a time line. This time line will show when the 50 states became a part of the United States. The teacher will provide each student with butcher paper and wooden sticks. The students will make the scrolls by gluing each end of the butcher paper to a wooden stick. Then the students will roll the time line into a scroll.

Materials: Butcher paper
Wooden sticks
Glue
Pencils

Discipline: History

Grade Level: 5th grade

Topic of Lesson and Time: "Some Places to See in Historical England," 60 minutes

Purpose: This activity reinforces reading, writing, and library research skills to help the students on writing their papers.

Procedure: The students will make a display case of "Places to See in Historical England." This display will show historical places to see in London, England. First, the students will get pictures of Buckingham Palace, Trafalgar Square, Westminister Abbey and the Tower of London. As they find a picture of one of the historical places, they can draw a picture to illustrate each place. The words "Come See Historical London" that the students have cut out will be displayed on the top of display panel. Then a picture of Buckingham Palace and an article that was selected as a better article by one of the students will be placed under the picture. The same procedure will be done for Trafalgar Square, Westminister Abby, and the Tower of London until the display panel is organized with all four historical places and pictures on it. Four scrapbooks, each one with its historical place will be placed in front of the display panel, for example, Westminister Abbey. These scrapbooks will contain students' research papers on the different places to see.

Materials:
- Paper
- Scrapbook
- Pictures of Buckingham Palace, Trafalgar Square, Westminister Abbey, and the Tower of London
- Papers written about Buckingham Palace, Trafalgar Square, Westminister Abbey, and the Tower of London
- Display case
- Paper letters of "Historical London"
- Scissors
- Construction Paper

Discipline: Geography

Grade Level: 5-6

Topic of Lesson and Time: Westward Movement, 30 minutes

Purpose: The purpose of this unit is to gain an understanding of the way the pioneers and early settlers lived in their geographical setting and to create an awareness of how these pioneers faced and solved problems they encountered.

Procedure: The students will read material about the westward movement. The teacher will divide the students into groups. The students will:

1. Make preparation for the trip westward, this includes choosing a leader, discussing strategies, and reaching consensus. Group 1.
2. Prepare a map and route the course to be taken. Group 2.
3. Anticipate any hardships they may encounter and through problem solving create ways to survive. Group 3.
4. Decide on traveling conditions. Group 4.
5. Make covered wagon trains from penny match boxes and set them up as wagon trains on the move.

The Trip:

The pioneers start out on the trip in their wagon trains. They travel all day and soon night falls. They rest for awhile, but their anxiety to reach their destination causes them to travel on. They start out and look for lanterns to guide their paths (which they forgot). When day break arrives they look at the map and find they are off course. As a result of this they encounter hostile Indians. Luckily, they brought along ammunition. After the skirmish, they study the map and get back on the right course and move forward toward their original destination. As they travel they run out of food and in order to survive they must hunt for food. They begin to hunt and cook on an open fire. As they travel they run into bad weather. Many become ill and die. They lose some of the wagon trains along the way. As the seasons change the sun shines on them for many days and eventually they reach their destination.

Materials:
- Map
- Glue
- Penny match boxes
- Cheese cloth
- Weather vane
- Paper
- Pencil

Discipline: Physical Geography

Grade Level: 5th grade

Topic of Lesson and Time: Climate, terrain and crops of the world, 50 minutes

Purpose: To help students visualize the different climates, terrains and crops of the world.

Procedure: Prior to this class the students have researched the different climates, crops, and terrains. Today they will select a section of the world to draw, color and label. The pre-cut, sized and labeled paper will be glued to a round globe for their very own special globe. The globe could be made from paper mache (pasted to a large balloon placed on a stick and inserted in a stand.

Materials: Pre-cut and sized strips of paper
Glue
Pencils
Tempre paints
Brushes
Paper Mache Ball
Stick and stand

Discipline: Economics

Grade Level: 5th Grade

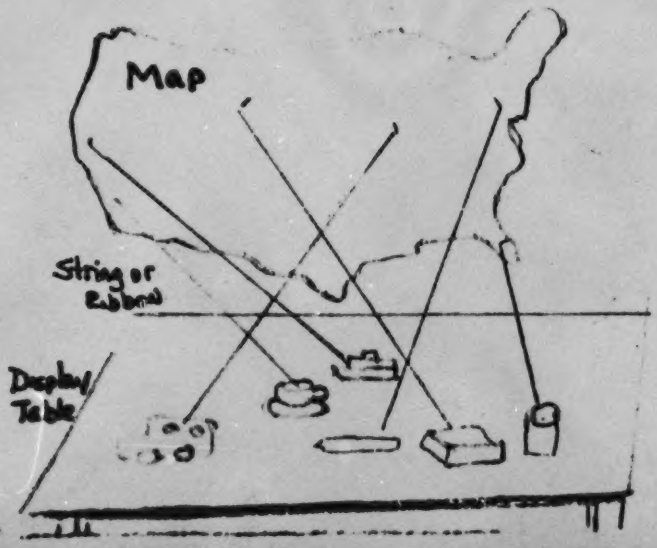
Topic of Lesson and Time: Ship out, ship in, 2-45 minute periods

Purpose: To allow students to better understand that in a modern, complex economic system, individuals are dependent upon others for the satisfaction of many of their needs and wants.

Procedure: Have students collect a number of labels showing city, state, or country of orgin of various products. The labels can be used on a product map. Places on a map can be connected with the use of colored ribbon.

Materials: Map of U.S.
Labels off containers
Colored yarn
Thumb tacks

Product Map



Discipline: Economics

Grade Level: 5th and 6th grades

Topic of Lesson and Time: Commercials, 60 minutes

Purpose: This activity gives the student an opportunity to create an original commercial using specific advertising techniques.

Procedure: This activity would be a culminating activity for a unit on advertising. The teacher will hold a brief review of the techniques of advertising studied: emotional appeal, endorsement, product comparison, statistics, and band wagon. The students will then pick something that they want to write a commercial about. Remind students that they are trying to sell their product and give them an opportunity to present their commercials. The commercials should be long enough to contain at least one advertising technique but not longer than a couple of minutes for presentation purposes.

Materials: The materials needed are the students' paper and pencils or pens and some pictures or objects to write commercials for.

Discipline: Economics

Grade Level: 5th grade

Topic of Lesson and Time: Resources, 55 minutes

Purpose: To provide a better understanding of types of resources.

Procedure; Two teams are needed to play the game. Each team should think of eight capital resources, eight natural resources, and eight human resources. They will write the name of each resource on separate slips of paper and put them in a container. Each team should have its own container. The game begins when a member of one team draws a slip of paper from the other teams container. He must show the slip to the members of that team. He then acts out the resource written on the slip. He can tell whether it is a capital, natural, or human resource. The team has just sixty seconds to try to guess the resource being acted out. Each team should take turns guessing a resource. The teacher will keep track of the number of correct guesses per team. If the team cannot guess the resource, then the other team gets one point.

Materials: 48 slips of paper
2 containers

Discipline: Economics

Grade Level: 5th grade

Topic of Lesson and Time: Learning about check books

Purpose: To help students learn about checking accounts, writing checks and balancing the account.

Procedure: I will show the students how to write a check and how to stub it. I will explain a checking account to them by telling them that people put money in a bank. Then they can write checks, but can not exceed (go over) the amount that they put in the bank. If they do go over that amount, they are "overdrawn" and the bank does not like that.

I will then set up a mock account for each child in the classroom for a certain amount of money (example $100.00). I will set up a mock store where they can buy merchandise by writing checks. (I will explain that checks are sometimes easier and safer than carrying cash money.) The students will buy merchandise with their checks, stub the checks, and balance their accounts. They will try to buy as much as possible without becoming overdrawn.

Materials: 10 fake checks per student
A stub sheet for each child
A mock store with items such as bicycles, clothes, toys, books, etc. (These can be pictures of the items)

Discipline: Psychology

Grade Level: 5th or 6th grade

Topic of Lesson and Time: Writing autobiographies, 45 to 60 minutes

Purpose: This activity will reinforce writing and reading skills. It may also help the students to better understand themselves.

Procedure: As a culminating activity on a unit on "Personality," I would ask the students to write a 2 to 3 page autobiography (story of their own life). In the autobiography they would be instructed to mention the important people who have influenced their lives and why. Also, they would be asked to write about the things that have happened in their lives that they think have helped shape and develop their personality. (Example: One student may explain that he thinks he has a very loud speaking voice because he has 7 brothers and sisters and that he has to speak loudly to be heard, etc.) When everyone is finished writing his/her story of their life, the students who want to share their autobiographies will be allowed to read them aloud to the class.

Materials: Paper
Pencils or pens

Discipline: Psychology

Grade Level: 5th grade

Topic of Lesson and Time: Frustration, 50 minutes

Purpose: To help students understand some of the reasons they have feelings of frustration and closure.

Procedure: Divide the class into 5 groups and give each a medium hard puzzle to solve. Three pieces of each puzzle have been placed in another puzzle. Tell the class they have 20 minutes to solve the puzzles (Have a timer going). When they finish and realize that 3 pieces are missing have 2 assigned students record their reactions. After everyone reaches this stage tell them the missing pieces are in another group and they must find them to complete their puzzles. When they complete their puzzles, record their reactions again. Discuss the data with the class and explain their reactions.

Materials: Puzzles for 5 groups
Chart for recording

Discipline: Psychology

Grade Level: 5th grade

Topic of Lesson and Time: Drugs and behavior, 50 minutes

Purpose: This activity informs the student of the danger of drugs. The effect of drugs in the brain and the danger of its uses.

Procedure: After a discussion of the lesson each student will be asked to research certain behavior patterns in mind disorders. He will then draw up a chart explaining the causes and effects of certain mind disorders.

Materials: Construction Paper
Pencil
Map colors

Discipline: Anthropology

Grade Level: 5th-6th grade

Topic of Lesson and Time: Culture, 45 minutes

Purpose: To reduce stereotypic thinking and develop a respect for other cultures while respecting and valuing their own.

Procedure: The students will interview each other. Of course, this project would not work if there weren't any members of different ethnic backgrounds or even if the number was very limited. There are also other considerations a teacher should make before carrying out this project. The questions for the interview would either be determined by the teacher, but if possible should be left up to the students to develop. After the interview, the children will construct a time line and compare their important events. The interviewer will present his information to the class. Included with the presentation will be any pictures, records, religious objects or scrapbooks brought from home.

Materials: Pencil
Pad
Cultural objects the children with to bring from home

Discipline: Anthropology

Grade Level: Level 5

Topic of Lesson and Time: Culture of early Latin America, 60 minutes

Purpose: This activity reinforces research skills. It also helps the students learn to compare cultures.

Procedure: After studying a unit of early Latin America, the students will research the wedding rituals of the Inca, Maya, and Aztec Indians. The students will then act out the marriage rituals for these cultures. The students will then compare all of these rituals with the marriage ceremony they are familiar with in the American culture.

Materials: Paper
Pencil

Discipline: Anthropology

Grade Level: 5th grade

Topic of Lesson: Scavenger Hunt, 45 minutes

Purpose: To help students understand the concept that man is a product of his environment. The student is able to see that people living in groups develop a culture. This includes their particular patterns of behavior and the resulting material products.

Procedure: Have students collect items from home. They are to bring them to class in a bag so nobody can see the items. Each student will show his items and the rest of class will see what they can tell about the people that used those items.

Materials: Objects
Paper sack

Discipline: History

Grade Level: Sixth

Topic of Lesson and Time: The Age of Exploration, 45 minutes

Purpose: This activity gives each child the opportunity to express his opinion of an historical event; to compare his opinion with that of historical data.

Procedure: The class will have pictures about different explorers. The class will have done research in the library. As a class, they will decide on two or three explorers. After deciding on the explorers, each student will design his character (may be an explorer) or a member of the exploration party. When puppet characters are finished the historical event will be presented. The rest of the class will be the audience. Then the other students will present their events.

Materials:
- Paper
- Paper bags
- Yarn
- Glue
- Scissors
- Colored Construction Paper
- Scraps of Materials
- Pictures of Explorers

Discipline: Geography

Grade Level: 6th (sixth)

Topic of Lesson and Time: Our own town, 60 minutes

Purpose: This helps the students learn how to take a problem, read it, interpret it, and then solve the problem by drawing their own model city.

Procedure: The class will divide into four different groups. Each group will be given a sheet of poster board, pencils, crayons, rulers, and a statement of the problem to be solved. (An example of a problem might be--You and your family, plus twenty-five other families want to build your own town. How would you construct the city on paper, including zoning for community helpers (police, firehouse, post office)). Students will include in the model cities, homes, shopping centers, streets, and community helpers.

Materials: Poster board (5 to 6 sheets depending on size of class)
Pencils
Crayons
Rulers
Paper - stating problem to be solved

Discipline: Government

Grade Level: 6

Topic of Lesson and Time: Write a letter to the congressman, 30 minutes

Purpose: The student learns he may have input about issues which concern him.

Procedure: Each student will be instructed to write a letter to their congressman. The topic of the letter will be the controversial issue concerns all children twelve years of age and older. The issue is: Why must a child twelve years old go to a movie and pay adult fare when he isn't allowed to see an adult movie.

This issue will be discussed by the teacher and students and then the students will be given 30 minutes to complete their letters.

Materials: Pen
Paper
Envelope
Stamp
Name of congressman and his address

Discipline: Government

Grade Level: Grade 6

Topic of Lesson and Time: Propaganda in newspapers, 70 minutes

Purpose: The students will learn about propaganda which is important to understand for any adult. The activities will reinforce the skills of reading, editorial analysis and interpreting of non-verbal expression.

Procedure: The students will study a unit on propaganda. During this study, the students will take a field trip to the Midland Reporter Telegram. They will tour each department. The students will be able to talk with people in the advertising department and editorial department. The students will culminate this activity by making a scrapbook on propaganda in a newspaper.

Materials: Construction paper
scissors
glue
current newspapers.

Discipline: Economics

Grade Level: 6th grade

Topic of Lesson and Time: Grocery Store Advertisements, 50 minutes

Purpose: This activity reinforces the value of money in our economic system.

Procedure: The students will work in small groups comparing food prices in grocery store advertisements. They will consider brands, sizes, and weights of foods. Each student will create a list comparing the different food values in advertisements.

Materials; Newspapers
Red pencil
paper

Discipline: Economics (Consumer)

Grade Level: 6th grade

Topic of Lesson and Time: Budgets, 50 minutes

Purpose: To help students plan for emergencies and savings by planning a monthly budget.

Procedure: Prior to this class the students have learned how to budget and keep a ledger. A bank will be set up(the teacher or student). The class will be divided into 5 groups that will be given a list of essential items on a family budget, e.g., food, housing, utilities. Other items will be considered luxury items and they will decide which ones they can or cannot live without. The families will be different sizes so food and clothing cost will be different. Each group will be givn $1200.00 and ask to plan so that they will have money for savings and emergencies. When they turn in their budgets and pay their bills at the bank, they will receive bills for emergencies like - Susan lost her coat at school and has to have a new one. The best budget is the one that was able to meet the emergency bills and still have a little left for another "rainy" day.

Materials: Play money
Budget list
Emergency bills
Ledger sheets

Discipline: Sociology

Grade Level: 6th grade

Topic of Lesson and Time: Character traits, 55 minutes

Purpose: To help students discover qualities that might help them to achieve success.

Procedure: The teacher will assign the students to read biographies of men and women who have achieved in their particular life pursuits. They will be asked to look for character traits in these people that they feel could have been the reasons for their success. At the end of the prescribed time for reading, each students will be given a segment of a chart to list their ideas on. These strips will be tacked to a bulletin board around the center caption - "Qualities for Success." A class will be devoted to a discussion of each of these traits and how these people affect society.

Materials: Biographies
Strips of heavy paper for each student
Marks-a-lots

The World to the Classroom

(An Experimental Project
in Lesson Development)

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Thomas L. Dynneson

Elementary Social Studies

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Psychology 5
Anthropology 6

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Geography 8
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Introduction

As part of the elementary social studies education program at The University of Texas of the Permian Basin, elementary students worked on an experimental lesson plan development project. The objectives of this project included the following:

1. To help students identify the essential elements of lesson planning.

2. To give students a practical experience in lesson plan development.

3. To give students a practical experience in teaching a lesson plan to elementary students prior to their student teaching experience.

4. To give students experience in joint decision making operations.

5. To give students a practical experience in the publication aspects of classroom materials.

The materials included in this publication include three parts identified as Phase I, Phase II, and Phase I-A. Phase I consists of lessons that were developed by students in the Fall of 1979. These lessons were published in a lesson plan book entitled, "Social Studies: We Have a Better Idea." The Phase I section of this publication only included lessons that were selected by students in the social studies methods class in the Spring of 1980.

Phase II consists of the selected Phase I lessons which were revised, taught, further revised, evaluated for publication and were accepted by committees of students. The students in the Spring class carried out these functions and in addition they also modified and adopted a new lesson plan format which is exemplified in Phase II lessons.

Phase I-A consists of lessons that were developed by students in the Spring of 1980 class. These lessons were developed by individual students and submitted for blind evaluation. The lessons that are included in Phase I-A survived the screening and evaluation process of at least two committees.

This project is an on-going effort to train students in the process of lesson plan development and the evaluative criterias that are necessary in selecting effective materials for the elementary classroom.

Phase I

Phase I consists of lessons that were developed by students in the Fall of 1979. These lessons were originally published in a student project book entitled "Social Studies: We Have a Better Idea." The Phase I section of this publication only includes lessons from the original publication that were reviewed and selected by students in the Spring 1980 class for inclusion in this project.

Discipline: Government

Grade Level: Kindergarten

Topic of Lesson and Time: Our Flag, 20 minutes

Purpose: To teach the children to have respect for the flag

Procedure: The children will cut and paste the red stripes of the flag on a white sheet of paper. The canton of the flag will be on blue construction paper with the outline of the stars. As the children work on their project, we will discuss the symbolism of the colors: red - courage, white - purity, blue - justice, the stars and the stripes. Upon completion of the project, the flag will be posted while the children say the Pledge of Allegiance individually.

Materials: Ditto copy of present U.S. flag
red stripes
white stars
blue square with outline of stars
scissors
glue

Discipline: Sociology

Grade Level: Kindergarten

Topic of Lesson and Time: My Family, 30-40 minutes

Purpose: This activity gives the student an opportunity to identify his family relationships and share these relationships with the other students.

Procedure: Prior to this lesson the teacher will take a picture of each student. On a table, the teacher will have outlines of houses with a student's picture pasted on the door. The students will find "their House." They will draw a picture of the family members at the windows on the house. During sharing time each student will tell about his "house" and family.

Materials: This activity requires the following materials:
House outline
Photograph for each student
Crayons
Pencils

Discipline: Economics

Grade Level: First

Topic of Lesson and Time: Family Income, 35 minutes

Purpose: The student, by naming and seeing a list of things, can see how the money the family has will be spent.

Procedure: The class will discuss where each student gets money to buy things he wants. Then teacher will ask questions like--where does daddy and mother get their money and what things do they buy with their money. Teacher will write items on board as students name the items. Class decides which items are more important. Then the students chose one item and cut out a picture of that item, paste it on the poster board. Heading of poster bulletin board--A Family Buys.

Materials: Poster board (2)
Tape (putting poster board together)
Scissors
Pictures
Paste
Marks-a-lot

Discipline: Psychology

Grade Level: 1st grade

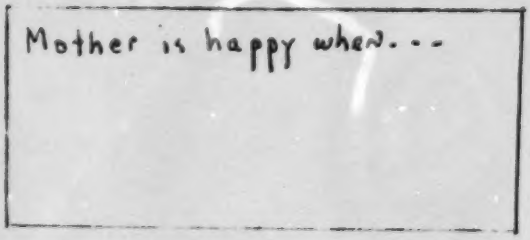
Topic of Lesson and Time: Emotions-Happiness, 5-6 20 minute periods

Purpose: To make students aware of different emotions

Procedure: The teacher will provide drawing paper for several days. Each paper will have a heading such as: Mother is happy when..., I am happy when.... The student will draw a picture to complete the sentence. Each drawing will be put together in book form.

Materials: Drawing paper
Pencils
Crayons
Stapler

Cover



Discipline: Anthropology

Grade Level: Primary

Topic of Lesson and Time: Pictographs

Purpose: To acquaint the students with pictographs and communication.

Procedure: After studying the Indians of the southwest, the students will be divided into four groups for writing a pictograph. Each group will use symbols used by the Indians to depict a story. The materials available to them will be butcher paper and markers. The students may color their pictographs if they wish. After finishing their stories, each group will present its pictograph before the class. The symbols to be used will be displayed on a bulletin board.

Materials: Butcher paper
Markers
Crayons

Discipline: History

Grade Level: 2nd grade

Topic of Lesson and Time: Mexico, 50 minutes

Purpose: This activity reinforces reading and writing skills, by reading words, drawing the picture, and listing the words.

Procedure: The students will construct a mural depicting Mexican objects. The teacher will supply butcher paper and tape it to the wall. Students will use their own crayons or crayons supplied by the teacher. Each student will be assigned his own separate space to color. The student will color the object and put the correct name under it. The teacher will have a list of Mexican words and the student will choose one word and draw the picture representing the word.

Materials: Butcher paper
Crayons
List of Mexican objects

List of Mexican objects

sombrero - hat
canasta - basket
cinto - belt
burro - donkey
gato - cat
perro - dog
quitara - guitar
telefono - telephone
rojo - red
pinata - paper mache animal form
serape - cape
taco - Mexican pie
matador - bullfighter
mantilla - scarf
tortilla - flattened dough
charros - horsemen

Discipline: Geography

Grade Level: 2nd and 3rd grade

Topic of Lesson and Time: Population Density in Neighborhoods, 40 minutes

Purpose: This activity gives the student practice in the skills of map making in an area with which he is familiar.

Procedure: The students will draw a map of their block on a sheet of construction paper. The map will then be attached to a 8" x 10" piece of particle board. At each house on the map, the student will place a pin for each person living there. Some students may want to be more specific with their maps and put different colored pins for men, women, boys, girls. This would require the student making a legend.

Materials: This activity requires the following materials: 8" x 10" particle board for each student; construction paper for each student; straight pins with large colored heads; students' pencils and crayons; an example of a population density map; and the students; information about their block (This information gathering will be an outside assignment made prior to the map construction.)

Discipline: Economics

Grade Level: 2nd grade

Topic of Lesson and Time: Lets trade, 30 minutes

Purpose: This helps children to understand that there are ways to obtain goals other than using currency.

Procedure: The students will have been asked to bring to school an object (preferably a small toy) that they would like to exchange and that they think someone else might like. Careful instructions must be given concerning the value of the object to be exchanged (inexpensive) and the object must be seen and approved by the students' parents before bringing it to school.

Each student will be allowed to move around the room at will examining all the objects. The bargaining must be carefully monitored for fairness and application of the rules of bartering. The activity ends when each child has an object other than the one he brought. If some children are not able to make an exchange the teacher will help by choosing an object for them if both students agree and neither one is able to make an exchange.

Materials: An object from home (1 per child)

Discipline: Anthropology

Grade Level: 2nd or 3rd grade

Topic of Lesson and Time: Prehistoric Writing, 30 minutes

Purpose: To keep the students interested in studying prehistoric history.

Procedure: After a review of the culture and lifestyle of a prehistoric civilization the teacher will prepare a ditto sheet of "symbols" and pass one out to each student. These symbols will be things like a spear, a man, a deer, a stream, corns, a mountain, etc. The students will write a story using their symbols. After the students have completed their pictogram stories, let those who want to, read their stories to the class. These stories will be collected and compiled into a Prehistoric Story Book and placed in the reading center.

Materials: Ditto sheets
Drawing paper

Discipline: Government

Grade Level: 3rd grade

Topic of Lesson and Time: The Relationahip between Citizens and the Government, 2 one hour class periods.

Purpose: To help the third graders understand how our democratic governmental system works.

Procedure: I will discuss the fact that America is a democracy and in this system, the people get to help decide who will be put in the governmental offices (President, Vice President, etc.). I will explain that the people do this by voting. We will then read a short article on how Russia's government works with regards to letting the people speak out and voice their opinions. (The article will tell how there is no democracy. The people do what the government appointed officials say, regardless of how they feel.) We will then talk about how it is each American citizen's responsibility to vote and voice his opinion.

I will tell the students that our class is going to hold an election for a class President and Vice President. I will issue voter's registration cards to all members of the class. I will explain, that to vote in the election that each student must have their voters registration card. I will explain that the President and Vice President will help the teacher decide on things having to do with some of the social events in the classroom. (Example: The Christmas Party - The elected officials will talk to class members and get their opinions on such things as (1) choices of refreshments, (2) amount of money to be spent on gifts, etc. Then the elected officials will meet with the teacher and together they will discuss the party and plan it. The elected officials will be sure to express the class room members' suggestions.)

The students will then nominate 4 or 5 students for President and 4 or 5 students for Vice President. These students will give a short speech as to why they think they will make a good class leader.

I will draw up ballots and the students will be able to vote if they can produce their voters registration cards. I will then count the ballots and inform the class of their new President and Vice President. I will have explained that

just because everyone does not vote for a certain person to win, that that person may win anyway if he has over one half of the students' votes.

Materials: ballots
voters registration cards
article on how Russia's government works with regards to letting people voice their opinions.

Discipline: Anthropology

Grade Level: 3rd grade

Topic of Lesson and Time: The Kung Bushmen, 40 minutes

Purpose: To help the students to further understand the Bushmen's lifestyle.

Procedure: After a study of the life of the Kung Bushmen of south central Africa, the students will draw pictures of how they think this nomadic tribe looks and lives. They will draw pictures of the Bushmen's types of huts, the kinds of food they eat, the tools they use, and any type of activity they might participate in. After these are drawn, they will be mounted and a discussion will follow.

Materials: Paper
Crayons or Pencils

Discipline: Psychology

Grade Level: 4-6

Topic of Lesson and Time: Frustration and Conflict, 30 minutes

Purpose: The purpose of this activity is to make students aware that emotions can be expressed in different forms.

Procedure: The teacher will explain to the students the different strokes of lines of art which express emotions or moods, also, describe colors and hues with respect as to how they express emotions or feelings. The student will paint a mural on butcher paper using strokes or lines to represent his feelings or emotions. He will also choose the appropriate colors that should be used.

Materials: Butcher Paper
Paint
Brushes

Discipline: Psychology

Grade Level: 4th or 5th

Topic of Lesson and Time: Things that make you fearful, 45 minutes

Purpose: This activity reinforces writing and developing hypotheses.

Procedure: The students will write a paper telling about several things that might make them fearful. First of all, a list of several things that make people fearful will be written on the board. A high building, a big barking dog, a dark room, riding in a plane and being stuck on an elevator will be on this list. In this paper the students will write and describe their feelings when such things like that happen to them and when such fear arises. The students will be asked to write if they can identify the source and origin of such fear.

Materials: Paper
Pencils

Discipline: Economics

Grade Level: 5th and 6th grades

Topic of Lesson and Time: Commercials, 60 minutes

Purpose: This activity gives the student an opportunity to create an original commercial using specific advertising techniques.

Procedure: This activity would be a culminating activity for a unit on advertising. The teacher will hold a brief review of the techniques of advertising studied: emotional appeal, endorsement, product comparison, statistics, and band wagon. The students will then pick something that they want to write a commercial about. Remind students that they are trying to sell their product and give them an opportunity to present their commercials. The commercials should be long enough to contain at least one advertising technique but not longer than a couple of minutes for presentation purposes.

Materials: The materials needed are the students' paper and pencils or pens and some pictures or objects to write commercials for.

Discipline: Economics

Grade Level: 5th grade

Topic of Lesson and Time: Learning about check books

Purpose: To help students learn about checking accounts, writing checks and balancing the account.

Procedure: I will show the students how to write a check and how to stub it. I will explain a checking account to them by telling them that people put money in a bank. Then they can write checks, but can not exceed (go over) the amount that they put in the bank. If they do go over that amount, they are "overdrawn" and the bank does not like that.

I will then set up a mock account for each child in the classroom for a certain amount of money (example $100.00). I will set up a mock store where they can buy merchandise by writing checks. (I will explain that checks are sometimes easier and safer than carrying cash money.) The students will buy merchandise with their checks, stub the checks, and balance their accounts. They will try to buy as much as possible without becoming overdrawn.

Materials: 10 fake checks per student
A stub sheet for each child
A mock store with items such as bicycles, clothes, toys, books, etc. (These can be pictures of the items)

Discipline: Economics

Grade Level: 6th grade

Topic of Lesson and Time: Grocery Store Advertisements, 50 minutes

Purpose: This activity reinforces the value of money in our economic system.

Procedure: The students will work in small groups comparing food prices in grocery store advertisements. They will consider brands, sizes, and weights of foods. Each student will create a list comparing the different food values in advertisements.

Materials: Newspapers
Red pencil
Paper

Phase II

Phase II consists of the selected Phase I lessons which have gone through the following processes: selection, revision, taught to elementary students, further revision, evaluated by either a primary level student teacher committee or an intermediate level student teacher committee, evaluated by the planning committee and selected for inclusion in this publication. The student teachers in the Spring class carried out these functions and in addition they also modified and adopted a new lesson plan format which is exemplified in the Phase II and Phase I-A lessons.

Discipline: Government

Grade Level: First

Time: 50 minutes

Topic of the Lesson: Our Flag

Description of the Topic: The United States flag has fifty white stars on a canton of blue in the upper left hand corner. It has thirteen stripes. The stripes alternate red and white, beginning and ending with red.

Purpose: To teach the children to have respect for the flag.

Skills Involved:

(1) Prerequisite:
cutting and pasting

(2) Activity:
cutting and pasting

Procedures: The children will cut and paste the red stripes of the flag on a white construction paper ditto. The canton of the flag will be on blue construction paper with the outline of the stars. As the children work on their project, we will discuss the symbolism of the colors: red - courage, white - purity, blue - justice, the stars and the stripes. Upon completion of the project, the flag will be posted while the children say the Pledge of Allegiance orally.

Materials: Ditto copy of present U.S. flag
red stripes
white stars
blue square with outline of stars
scissors
glue

Discipline: Sociology

Grade Level: First

Time: 20 minutes

Topic of Lesson: My Family

Description of the Topic: The family of the student is the concern of this lesson and for the student to become aware of what the family unit is to each person.

Purpose: The purpose of this lesson on the family unit is to make the student aware of what constitutes the family unit.

Skills Involved:

(1) Prerequisite: Scissor cutting, coloring and pasting

(2) Activity: Identifying members of family and forming a model of family and house.

Procedures: Prior to the lesson, the teacher will have several different patterns for houses with the windows cut out. Students will choose one to represent their home. Also, figures for women, figures to represent men, and figures to represent boys and girls will be prepared for each student to have enough to represent each member of his or her family. These will have clothes to be colored and faces to be colored. Each figure will be pasted, along with the outline of a house to a 8½x11 piece of manila paper. The student will then have freedom to finish the picture to make it resemble his or her home as best as he can.

Materials: Scissors
Pastel glue
8½x11 paper
crayons

From Construction paper:
people
house shapes

Discipline: Economics

Grade Level: First

Time: 30 minutes

Topic of the Lesson: Family Income

Description of the Topic: The entrance or influx of money onto a family, which is usually a group of related people living together. Family income is most often derived from employment of family members.

Purpose: The student, by naming and seeing a list of things, can see how the money the family has will be spent.

Skills Involved:

(1) Prerequisite: Class discussion skills, cutting, pasting.

(2) Activity: Class discussion skills involving occupations and income, selecting pictures of things their family buys, distinguishing between family needs and wants.

Procedures: The class will discuss where a family gets the money to buy the things it wants and needs. Large pictures of mothers and fathers doing many different types of jobs will be shown to the class by the teacher. Each will be discussed. The teacher will then ask the class, "Where do your own mothers and fathers get money for your family? What types of jobs do they have?" A class discussion follows. Then, the teacher will ask the students, "What does your family buy with the money it has?" Teacher will then give each student an old magazine and a pair of scissors. She will instruct students to look through the magazine and cut out pictures of the things that their family buys. After each student has cut out several pictures, the teacher asks, "What things does your family buy that you have pictures of? Which things does it really need? What things does it want?" After a discussion of things families need and want, students are allowed to choose one of their pictures to paste on the poster entitled "Things a Family Needs" and another to paste on the poster entitled "Things a Family Wants." At the end of the lesson, the pictures on each poster are reviewed.

Materials: Occupational pictures (large)
Poster board
Scissors
Magazines
Paste
Marks-a-lot

Discipline: Psychology

Grade Level: 1st

Time: 3/20 min. lessons

Topic of the Lesson: Emotions

Description of Topic: This topic deals with the variety of emotions experienced by human beings.

Purpose: To make students aware of different emotions.

Skills Involved:

(1) Prerequisite: Listening to directions, drawing

(2) Activity: Thinking skill--relating topic to personal experiences (interpretation).

Procedures: Each day the teacher will lead a discussion with the class about a particular emotion, asking students to cite examples of times when the students have felt this emotion. The teacher will then hand out drawing paper to each student. This paper will have a heading such as: I am happy when..., I am sad when.... The student will draw a picture to complete the sentence. Each drawing will be put together in book form.

Materials: Drawing paper
pencils
crayons
construction paper
stapler

Discipline: Anthropology Grade Level: Primary

Time: 25 minutes

Topic of the Lesson: Pictographs

Description of the Topic: This topic should be done after the students have studied the Indians of the southwest. It is to acquaint them with the idea that not all peoples had a written language and one of the ways to preserve history and family stories was to draw them in picture form on walls of caves and such.

Purpose: To acquaint the students with pictographs and communication.

Skills Involved:

(1) Prerequisite: The students should know how to read simple sentences.

(2) Activity: The students should be able to draw a picture when given a word or idea.

Procedures: Each student should be given a large piece of drawing paper. He should also have his own box of crayons ready to use. As a group, the children will say simple sentences to be written on the board. Then, each child is to go somewhere in the room and create and develop the sentences into picture sentences. Each child is to use symbols used by the Indians to depict their sentences. (You may want to have books for them to copy out of or you may want to write some symbols to be used on the blackboard for them.

Materials: Individual large drawing paper
Crayons
Picture books of Indian symbol writing

Discipline: History

Grade Level: 2nd

Time: 60 minutes

Topic of Lesson: The language of Mexico

Description of the Topic: Learning common words in Spanish.

Purpose: This activity not only reinforces reading and writing skills, by reading words, drawing the picture, listing the words, and repetition, but introduces the child to twelve common Spanish words.

Skills Involved:

(1) Prerequisite: writing, reading, drawing, and following directions.

(2) Activity: Pronounce Spanish words correctly and matching them to their English equivalent and pictures.

Procedures: Magazine pictures mounted on construction paper will be hung on the chalk board with masking tape. Each picture will have its Spanish meaning or word written at the top where everyone in the class can see it. Next to these balloon shapes will be cut out with the English words written on them, also attached to the chalk board where the child can reach them. Each picture will be presented and together the class will repeat the words several times. A word will be said in Spanish and a volunteer will come up and choose the balloon with the English word on it that matches and place it next to the picture it belongs to. The child will then pronounce the word in Spanish. After everyone has had a chance to participate in this, each child will be asked to choose at least two of the Spanish words and write them on his construction paper and then draw a picture of it.

Materials: pictures glued to construction paper backing
construction paper balloons
construction paper for each child
pencils
crayons
markers

List of Spanish words which can be used:

canasta	basket	verde	green
telefono	telephone	naranja	orange
gato	cat	rojo	red
perro	dog	blanco	white
vaquero	cowboy	azul	blue
familia	family	amarillo	yellow

Discipline: Geography

Grade Level: 1st

Time: 40 minutes

Topic of the Lesson: Neighborhoods

Description of the Topic: A neighborhood in this activity will be a group of houses where families live near each other on a street.

Purpose: This activity gives the student a concept of what is meant by a neighborhood. It is also an introduction to acquaint the student with mapmaking.

Skills Involved:

(1) Prerequisite: cutting and pasting

(2) Activity: cutting, pasting, creating, grouping

Procedures: The students will make their house out of a milk carton (½ pint size). They will cover it with construction paper. It will be similar to their real house. These houses will be placed on 2 tables each covered with butcher paper. The students will choose names for the streets of their neighborhoods. The teacher will then discuss what a neighborhood is and use the ones they made an example.

Materials: 2 - 3' long pieces of butcher paper
construction paper (all different colors)
glue
tape
scissors
crayons
milk cartons (one for each student)

Discipline: Economics

Grade Level: 2nd grade

Time: 30 minutes

Topic of the Lesson: Let's Trade

Description of the Topic: Children bring inexpensive objects from home and will exchange their object for another childs object by using their bargaining power.

Purpose: This helps children understand that there are ways to obtain goals other than using currency.

Skills Involved:

(1) Prerequisite: Children must be familiar with the rules of bartering. Children must know how to deal cooperatively with others in a group situation. Children have to know the meaning of inexpensive.

(2) Examination of objects. The actual exchange and bargaining of objects. Group discussion.

Procedures: The students will have been asked to bring to school an object (preferably a small toy) that they would like to exchange and think someone else might like. Careful instructions must be given concerning the value of the object to be exchanged (inexpensive) and the object must be approved by the students parents before bringing it to school. Each student will be allowed to move around the room at will examining all the other objects. The bargaining must be carefully monitored for fairness and application of the rules of bartering. The activity ends when each child has an object other than the one he brought. If some children are not able to make an exchange, the teacher will help by choosing an object for them if both students agree and neither one is able to make an exchange. After all objects have been exchanged, questions concerning the activity will be brought up by the teacher which will prompt students into a discussion on their powers of bargaining.

Materials: An object from home (1 per child)

Discipline: Anthropology Grade Level: 2nd

Time: 30-45 minutes

Topic of the Lesson: Indian Symbols and their meanings.

Description of the Topic: Language communication using symbols and translating them into meaning.

Purpose: To inform students of communication thru using symbols.

Skills Involved:

(1) Prerequisite: Before beginning the activity, the students should be able to write, draw, and color.

(2) Activity: Pictogram stories.

Procedures: This activity should be used during a unit on Indians. After reviewing the culture and lifestyle of Indians, the teacher will prepare a ditto sheet of "symbols" and their meanings. Each student will write a story in pictures using some of the symbols on the sheet. Some students may wish to use some symbols of their own. After they have completed their pictogram stories, have them read them to the class. Collect the stories and display them around the room, hall, or bulletin board.

Materials: Ditto sheet of symbols/meanings.
Drawing paper
Crayons/markers

Discipline: Government

Grade Level: Third

Time: 2 - 30 min. lessons

Topic of the Lesson: Citizens and the Government

Description of the Topic: The relationship between Citizens and the government.

Purpose: To help the third graders understand how our democratic governmental system works.

Skills Involved:

(1) Prerequisite: Speaking, reading, writing, addition

(2) Activity: Completing voter registration cards, function of governmental officers, election, speeches, voting

Procedure: I will discuss the fact that America is a democracy, and in this system, the people get to help decide who will be put in the governmental offices, (President, Governor, Mayor, City Coundil members, etc.). I will explain that people do this by voting. We will discuss the presidential election taking place this year and the candidates who are running. I will also tell the students that in other countries, the citizens do not have any voice in who is put into office. I will discuss with them for example - Kings and Queens. I will tell the students that our class is going to hold an election for a class president and vice president. I will explain that the 2 elected will be classroom leaders for the remainder of the week and that they will be helpers for the teacher. I will then issue voters registration cards to each of the students. They will be informed that these are to be filled out completely. I will tell them that the election will be held after lunch and before they can vote they must produce their voters registration card. Students will then nominate 4 people for president and 4 people for vice president. The nominated students will be allowed to give a short speech as to why they feel they are qualified for the office. After lunch, the students will be provided ballots with the nominated students names on it. Those students who show their voters registration card will be allowed to vote. I will tabulate the votes and inform the class of their new president and vice president.

Materials: Ballots
Voters registration cards

Discipline: Anthropology Grade Level: 3rd

Time: 40 min.

Topic of Lesson: The Bushmen Write History

Description of the Topic: Bushmen of today are a nomadic African tribe who are almost extinct, but they have a long, interesting background which has been recorded in cave paintings.

Purpose: To help the student understand the importance of writing the history of one's people.

Skills Involved:

(1) Prerequisite: reading, sketching, use of pencil and crayon.

(2) Draw a picture depicting something about the world in which we live today, as the Bushmen did in ancient times.

Procedures: Students will be motivated by a brief discussion about how we might leave a story of our people for future generations. They will then be told of the Bushmen, a small nomadic tribe of people who are skilled hunters and who eat berries and roots in the Kalahari Desert. Bushmen cave paintings in Malawi, Rhodesia, Botswana and South Africa will be described. These paintings tell the history of this tribe when it was large and strong. Students will then be asked to imagine that they have no printing presses or means of writing and they must tell something about their people by sketching a picture.

Materials: Paper
Crayons or pencils
Batique painting similar to bushmen paintings
Pictures of Bushmen paintings, from Rhodesian Epic.

Discipline: Psychology

Grade Level: 4-6

Time: 60 minutes

Topic of the Lesson: Frustration and Conflict

Description of the Topic: To help students express different feelings using lines and colors.

Purpose: The purpose of this activity is to make students aware that emotions can be expressed in different forms.

Skills Involved:

(1) Prerequisite: draw, paint

(2) Activity: draw, paint

Procedures: The teacher will explain to the students different strokes or lines of art which express emotions or moods, also describe colors and hues with respect as to how they express emotions or feelings. The teacher should have pictures which can used as examples of lines and colors used to express emotions or moods. The students will paint a picture on individual art paper using strokes or lines to represent his feelings or emotions. He will also choose the appropriate colors that should be used.

Materials: Paint
Art paper
Brushes

Discipline: Psychology Grade Level: 4th

Time: 45 minutes

Topic of the Lesson: Things that make you fearful

Description of the Topic: The students will be able to apply reasoning to fearful situations in order to understand and deal with their fears.

Purpose: This activity will help students understand and deal with their emotions by allowing them to practice the application of the thinking process to an emotional situation.

Skills Involved:

(1) Prerequisite: communication and writing skills

(2) Activity: The students will write a paragraph about an experience that makes them fearful or has made them fearful in the past and the cause of that fear.

Procedures: The teacher will draw out student responses by asking questions about fear. (ex. What is fear? What is a phobia? What is the difference between the two?) As a class the students will make a list of the common causes of fears and then give examples of possibilities of dealing with those fears. The students will then write a paragraph about a fear that they have experienced and how they did or could have dealt with it.

Materials: paper
pencils
chalkboard

Discipline: Economics

Grade Level: 5th - 6th

Time: 60 minutes

Topic of the Lesson: Commercials

Description of the Topic: Students are to be given an opportunity to use imagination and creativity to sell a given product.

Purpose: To help students realize that advertising through commercials is one way to change values which in turn change our economy by persuading people to spend varying amounts of money on different items.

Skills Involved:

(1) Prerequisite: Ability to count money in bill form, reading, and writing.

(2) Activity: Co-ordinate thoughts into a beginning, middle, and end sequence; speaking and acting in front of the class as a whole; and direct use of a given persuasive technique.

Procedures: Each student will be given sixty dollars in play money with which they may purchase two products. The class will then be divided into six groups, each group being given a sealed envelope with a photograph inside. Each group will be required to develop a commercial to promote the sales of his product. The mechanics of the development of the commercial and how it is to be presented is to be left up to each group. The students will have twenty minutes to prepare a commercial. After random drawing of numbers, group one through six will present their commercials. At the end of the presentations, each class member will buy two products with the money he has been given. A discussion will be held as to whether the final products purchased were a result of the persuasion used by the advertiser and how advertising affects the real items we purchase and how much we are willing to pay for them.

Materials: Six photographs or pictures from magazines
Six envelopes
Enough twenty and ten dollar bills in play money to give each student sixty dollars
Pencils or pens
Paper

Discipline: Economics

Grade Level: 5th

Time: Two days - 45 min. each*

Topic of the Lesson: Learning about checkbooks

Description of the Topic: The study of reasons for using checks, how to write checks, record checks and balance the account.

Purpose: To help students learn about checking accounts, writing checks and balancing the account which are important components of our economic system.

Skills Involved:

(1) Prerequisite: addition, subtraction, decimals, spelling, writing, reading, number recognition, money

(2) Activity: check writing, recording checks, balancing accounts

Procedures: Introduce with a discussion of different means of purchasing goods. Discuss the reasons for using checks instead of money. Demonstrate, using overhead projector, how to write a check and let students practice on mimeographed checks. Demonstrate, using overhead projector, how to record checks and balance the account and let students practice using mimeographed record sheets. Give students check booklets, three sample checks and record sheets which have recorded a deposit of $100.00. Discuss what will happen if students overdraw their account. Explain rules for working in groups, stores and procedures for activity. Students use the three checks to purchase items from the stores, record checks and balance the account without overdrawing. This activity could easily be followed up as a math activity emphasizing addition and subtraction.

Materials: transparency of practice checks and record sheet
copies of practice checks and record sheet
sample checks secured from a local bank
checking booklets secured from a local bank
record sheets secured from a local bank
posters (stores) of pictures of items to be purchased by students including store name, price of each item in figures and writing.
envelopes for checks written at each store

* If students have been studying a unit in economics that would have included checking accounts, this could be modified to be a one day 45 minute activity.

Discipline: Economics Grade: 6th

Time: 45 minutes

Topic of the Lesson: Grocery store advertisements

Description of the Topic: Comparing food prices of different grocery store advertisements.

Purpose: Comparing one grocery advertisement with another helps students realize that one store may charge more for the same size article than another store.

Skills Involved:

(1) Prerequisite: reading, math skills (addition, subtraction, multiplication, and division)

(2) Activity: reading, math skills (addition, subtraction, multiplication, and division)

Procedures: Divide the class into four or five equal groups. Give each group a different daily newspaper. Have each group go through the paper and take out all of the grocery store advertisements for that day. Students will list the different names of the grocery stores across the top of their paper. The comparing of one item such as coffee will be written down under each of the stores. Students will record the size and price for this item. Then from just one store, each student will make a list of foods needed for one meal. Students will list the items and their cost. Students will find the total cost for this meal.

Materials: Sunday through Saturday's newspapers
Pencil
Paper

Phase I-A

Phase I-A consists of lessons that were developed by students in the Spring class. These lessons were developed by individual students and submitted for blind evaluation by their peers. Phase 1-A lessons went through the following processes: lesson development by individual students, evaluation by either a primary level or intermediate level student teacher evaluation committee, review and evaluation by the planning committee and were submitted for publication in this project.

Discipline: History

Grade Level: Primary

Time: 60 minutes

Topic of the Lesson: Acting Out History

Description of the Topic: Students will be shown pictures of historical events and famous people from which a guessing game can be played.

Purpose: To help students transfer a vague historical concept into a concrete living experience.

Skills Involved:

(1) Prerequisite: Speaking and acting in front of a group without speaking.

(2) Activity: Acting in front of a group without speaking, identifying a silent action with a picture that was discussed earlier, and speaking.

Procedures: Students will be gathered in a circle on the floor and will be asked to try and describe what could be happening in the pictures shown (one at a time). After the students tell what they think is happening, the teacher will identify the people in the picture and explain what is happening. After all the pictures have been discussed they will be placed in envelopes and shuffled. One at a time the students will draw an envelope, look at what is inside and act out without speaking the event (or pose as the famous historical person in the picture). The first student to identify the scene by raising his hand, being acknowledged, and expressing his guess vocally, can be the next to draw an envelope. This game may be played each day with new cards being added portraying different views of the same scene and new scenes and people being added. Students who have chosen a group scene may select peers to help them act out the scene.

Materials: Pictures of anything historical that could be acted out. Examples: Boston tea party, Washington crossing the Delaware, or Thomas Jefferson standing with his hand in his pocket (the famous portrait of him).

Discipline: History

Grade Level: primary

Time: 45 min. - 2 days

Topic of Lesson: Life on the Mayflower

Description of the Topic: Students will construct a class collage on what life on the Mayflower was like.

Purpose: To make students aware of the needs and practices of our ancestors.

Skills Involved:

(1) Prerequisite: cutting with scissors.

(2) Activity: determining which pictures or words are appropriate for the collage.

Procedures: Students will look through magazines, newspapers and other printed materials. Each student will look at the pictures and select two which he wants to contribute to the class collage. He will cut them out and glue them on the poster board.

Materials: old magazines
poster board
scissors
glue

Discipline: History

Grade Level: Primary

Time: 30 minutes

Topic of the Lesson: Build a Time line of Texas History.

Description of the Topic: A time line is a long line that shows when certain important events in history took place.

Purpose: To give the students a good concept of when certain events occurred in Texas history. The time line will give the students a good idea of what happened first, what was next and so forth.

Skills Involved:

(1) Prerequisite: The ability to use a ruler, print clearly and draw pictures.

(2) Activity: The student will be asked to put dates on a time line and draw a simple picture to illustrate the event.

Procedures: The teacher will give a presentation of Texas history emphasizing the dates she wants the students to enter on the time line. After there has been sufficient discussion, she will pass out memo sheets of the various events and dates. The students will enter them on their time lines and draw a picture to illustrate the event. The teacher will stress that first the Spaniards came and next the French came and so on so that the students can get a good grasp of what occurred when. The discussion will be lead by the teacher, but she will welcome the students' responses. She will ask the students to imagine what Texas might be like if certain events had not occurred. Such as our not gaining independence from Mexico.

Materials: Tag paper for time lines
Felt tip pens
Ditto sheets
Crayons
Pencils

Discipline: Geography

Grade Level: primary

Time: 40 minutes

Topic of the Lesson: Where do you live?

Description of the Topic: The child will interpret pictorial maps by applying related information.

Purpose: The child will realize that places on earth have a distinctiveness about them that differentiates them from all other places, and will also use maps to define and locate certain features about areas of the earth.

Skills Involved:

(1) Prerequisite: The child must have reading and writing skills. He must be able to answer questions correctly, following the oral reading of a story.

(2) Activity: Interpretation of pictorial maps by applying related materials. Maps will be used to locate and define certain features about areas of the earth.

Procedures: The teacher will begin by reading a story about Jim and Gwen. Jim lives in the city and Gwen lives in a suburb or the country. In some ways their lives are alike because both of their families are very dependent on other people. But in many ways their lives are very different. After reading the story the teacher will ask questions about the story--What did Gwen ask Jim about school? How does Gwen go to school? What does Jim like about where Gwen lives? What does Gwen like about where Jim lives? The teacher now presents 2 maps - one is of the city where Jim lives, and the other is in the suburb or country where Gwen lives. The students are asked to answer questions concerning the maps - (1) Which is the map of Gwen's place? (2) The place where I live is more like _____'s than _____'s. (3) How many blocks does Jim walk to school? To the supermarket? (4) If Gwen's mother drives the shortest way to the store, what roads will she use? What roads will she follow to Gwen's school? The children are now asked to write a few sentences answering the question - The place where I live I can walk to.

Materials: Story about Jim and Gwen
Pictorial Maps (1) of the city where Jim lives and (2) country where Gwen lives.
Children will need paper and pencil for writing sentences.

Discipline: Government

Grade Level: Primary

Time: 25 minutes

Topic of the Lesson: Washington, D.C., USA

Description of the Topic: This topic is to get the students acquainted with Washington, D.C., through the comparisons of the globe, USA, and the area around Washington. Also, we will talk about the White House, who lives in it and what they do for a living. Other aspects of the activities of Washington, D.C., should be discussed also.

Purpose: To acquaint the students with the area in which Washington, D.C., is located and the activities that surround this area.

Skills Involved:

(1) Prerequisite: None

(2) Activity: The students should be able to see, walk and comprehend between big and little and real to model items.

Procedures: As a discussion, compare a large ball and a small ball. Then compare a real car and a toy car explaining that the toy car is a small scale model of a real car. Then show a globe and explain that this is a small scale model of the earth. Next, point out the USA on the globe and point to the USA floor map. Put on a tour guide hat and instruct the students to remove their shoes and follow you on a tour of the United States. Lead them on the tour, pointing out their state. Allow them to find their town. Then walk over to Washington, D.C., and conduct a discussion on what goes on there concerning our laws; who lives there and what does he do? (Here you would show pictures of these topics. You could even hold a discussion on how many rooms the White House has, comparing it to their houses, and discussing what the President would do with so many rooms).

Materials: Globe
USA floor map
Small toy car
Large and small ball
Pictures of Washington, D.C.; the activities going on there and of the President
Tour guide hat

Discipline: Economics

Grade Level: Primary

Time: Thirty minutes

Topic of the Lesson: Let's Go Shopping

Description of the Topic: Using a certain amount of silver play money, the students will be able to go shopping for certain items in a play grocery store. They will decide how much they can buy and how much they will have left of their money, if any.

Purpose: The purpose of this unit is to begin to teach students a concept of the need to budget money and how a certain amount of money will only buy a certain amount of goods.

Skills Involved:

(1) Prerequisite: Addition, subtraction

(2) Activity: Students will add the prices and subtract the prices from their remaining amount of money.

Procedures: Teacher will supply several cans, boxes and other items from the grocery store. These items should be marked plainly and with low prices that the students will be able to add more easily. Each student will be given a certain amount of play money. The student will then go shopping to see how many items he or she may buy with his amount of money. The students will be urged to spend as much of his money as is possible without going over his allotted amount.

Materials: Any items, empty or otherwise, to be used in a play grocery store.
Marker for prices
Several pieces of penny candy to be one cent items
Pads and pencils for figuring while "shopping"

Discipline: Sociology

Grade Level: Primary

Time: 60 minutes

Topic of the Lesson: Social Changes through Fashion Design

Description of the Topic: Fashions or clothing designs are changing constantly which can be related to or contribute to social change.

Purpose: The student will be able to recognize the changes fashion has developed through the last three decades and the relationship this may have on social change.

Skills Involved:

(1) Prerequisite: Cutting, pasting, listening skills.

(2) Activity: Identify and cut out pictures of clothing which show a style change and construct a collage. The student will also be encouraged to give an oral description of what social changes they believe have occurred through the aide of the fashion designs they have found.

Procedures: A short discussion will be lead through class participation about how people have changed through the 1950's, 1960's, and 1970's and how their style of clothing depicts this. Pictures from magazines, school year books, etc., will be displayed and discussed with respect to society and its constant change. Each child will then look through magazines and cut out pictures showing clothing styles and will construct a poster or a collage. The class will then use these to discuss what they have discovered about society through the clothes they wear.

Materials:
magazines
year books
glue
scissors
markers, crayons, or pencils
poster board or construction paper

Discipline: Sociology

Grade Level: Primary

Time: 25 minutes

Topic of the Lesson: Interaction Among two Groups of Workers

Description of the Topic: The two groups are agricultural workers and industrial workers. Society must have products from both groups. This creates an interdependence of the two groups.

Purpose: The purpose of this unit is to develop an appreciation for those workers who grow our food and for those who manufacture other necessities.

Skills Involved:

(1) Prerequisite: cutting and pasting, ability to identify agricultural and industrial products, ability to copy words from chalkboard, printing

(2) Activity: skills listed above, ability to divide paper with a line, spatial arrangement of word on a page

Procedures: The teacher will print the words Agriculture and Industry on the chalkboard. Volunteers will define the words with teacher guidance. Discussion will include agricultural products; beef, pork, sheep, grain, fruit, vegetables, cotton, and dairy products. Next, industrial products: clothing, furniture, canned goods, packaging of dry goods, and vehicles will be discussed. Then students will be asked how one group depends on the other. (Industrial workers need food, wool, and cotton; while agricultural workers need trucks, packaging, etc.) At the end of discussion, teacher will give each child a piece of construction paper. She will instruct him to copy the words from board on long side of paper and draw a line down the middle. Students will cut pictures from magazines and paste under the appropriate group on his paper.

Materials: Construction paper
Pencils
Scissors
Glue
Chalkboard
Chalk
Pictures from magazines (both agricultural and industrial products)

Discipline: Psychology

Grade Level: Primary

Time: 45 minutes

Topic of the Lesson: Self Acceptance

Description of the Topic: The students will practice techniques that will help them understand and accept themselves.

Purpose: To help the students deal with their own personalities in relation to other situations and people.

Skills Involved:

(1) Prerequisite: Communication and writing skills

(2) Activity: The students list qualities that they like and dislike about themselves and then list ways that they could change themselves.

Procedures: There will be a general class discussion about what it means to be an individual. The teacher will encourage the idea that it is o.k. to be different, and that people can choose to be the way that they want to be. The students will be encouraged to give ideas as to how people can change themselves if they want to (ex. studying the characteristics of famous people, setting goals, developing good habits, etc.) The students will then make self-evaluations by listing qualities that they like and dislike about themselves, and ways that they could change themselves.

Materials: paper
pencils

Discipline: Anthropology

Grade Level: Primary

Time: 30 minute

Topic of the Lesson: Aztec Design

Description of the Topic: Bean and Seed Mosaic

Purpose: To acquaint the students with Indian art of Mexico.

Skills Involved:

(1) Prerequisite: The students, before being able to begin this lesson, must have studied a unit on Mexico or be involved in studying the unit.

(2) Activity: Mexican art and design

Procedures: Each student will draw a design on heavy cardboard. They will then glue beans and seeds around and within the outline of the design. They will arrange the design over the entire surface of the cardboard.

Materials: Heavy cardboard for mount
Dried beans, peas, corn, rice, sand, coffee grounds, crushed egg shells, etc.
Glue
Pencil

Discipline: Anthropology

Grade Level: Primary

Time: 60 minutes
(2) 30 minute

Topic of the Lesson: Construction of Mexican Maracas

Description of the Topic: Making a Mexican craft by hand. These crafts help the Mexican people make a living because this is their job.

Purpose: The students will gain a certain appreciation of Mexican crafts.

Skills Involved:

(1) Prerequisite: To use scissors, glue, and paint.

(2) Activity: Making a Mexican Craft.

Procedures: The teacher will give these instructions:
1. Cover a burned out light bulb with wet strips of paper toweling.
2. Cover this with more strips dipped in glue.
3. The next layer will be newspaper so you can be sure that the entire surface is covered.
4. Continue adding layers alternating the toweling and the newspaper until about six layers have been put on the bulb.
5. The last layer should be toweling to give it a better painting surface.
6. Let dry.
7. When dry, decorate as desired - poster paints, crayons, markers, etc. may be used.
8. Spray the maracas with lacquer or enamel.
9. Break the bulb by tapping sharply on a solid surface. The broken glass makes the rattling sound.

Materials: Burned out light bulbs
Paper toweling
Newspaper
Glue
Paint, crayons, or markers
Lacquer or enamel

Discipline: Geography

Grade Level: Intermediate

Time: 60 minutes

Topic of the Lesson: States and Capitals

Description of the Topic: The states with their capitals can be used as puzzle pieces and students can build a large wall puzzle locating and naming the states and their capitals.

Purpose: The purpose of this activity is to help the students learn the name and location of the states and their capitals.

Skills Involved:

(1) Prerequisite: read, coloring, cutting, tracing

(2) Activity Skills: trace, color, cut, locate states and their capitals on map.

Procedures:
(1) The teacher will set up an opaque projector enlarging a map of the United States.
(2) Students will trace on individual sheets of paper the state or states they have been assigned.
(3) After tracing they will outline them in black felt tip, color, and cut out the states.
(4) Students will locate the capital and write the name near its location.
(5) Students will write the name of the state on their puzzle piece.
(6) Students will then fit the puzzle pieces together on a wall forming a map of the United States.

Materials: Map of United States
Opaque projector
Scissors
Paper
Paint or felt tip pens
Pencil
Brushes

Discipline: Geography

Grade Level: Intermediate

Time: 45 minutes

Topic of the Lesson: Places of Interest in Texas

Description of the Topic: Any city or area that a child has visited or lived in Texas.

Purpose: This activity allows the student to see the many different places of interest in Texas. It also gives them practice in writing locations on a map.

Skills Involved:

(1) Prerequisite: write, color, read a map

(2) Activity: The student will locate a city or area on a Texas map made out of butcher paper. They will draw something of interest that pertains to that city or area.

Procedures: While studying Texas, draw the shape of it on butcher paper. (It should be approximately 4'x5' in size). Talk about the different places the students have been in Texas then tell them to put the location of the city or area on the map. After they have done that tell them to draw a picture to represent why they like it. (Example: A child locates and writes down San Antonio on the map. He then draws a picture of the Alamo because he saw it while he was in San Antonio. A child might put Oak Creek on the map and draw a lake with a boat on it because he has a lakehouse there.)

Materials: two sheets of butcher paper taped together (4'x5')
outline of Texas on the paper
crayons
pencil

Discipline: Geography

Grade Level: Intermediate

Time: 2--60 minutes

Topic of the Lesson: Mapping Mexico

Description of the Topic: Table top map of Mexico showing the coastal plains, central plateau, and the mountain ranges. The map will also show Mexico's location in relation to the Pacific Ocean and the Gulf of Mexico.

Purpose: The salt map will help the students to realize the location and physical characteristics of Mexico.

Skills Involved:

(1) Prerequisite: Map reading

(2) Activity: Map reading, tracing, painting

Procedures: Use opaque projector and trace the outline of Mexico onto the plywood. Draw off the location of the mountains and plateau areas, and the coastal region. From this the students will know where to place the wadded paper that will form the mountains. Mix equal parts of salt and flour to make the mixture, add water slowly until the right thickness is obtained. Smooth mixture over the wadded paper to form the mountains. Allow areas to dry. Color areas with appropriate tempera paint. Oceans-blue. Mountains-brown.

Materials:
- Opaque projector
- Plywood (3' x 3')
- Salt (26 oz.)
- Flour (26 oz.)
- Tempera paint (variety of colors)
- Pencil
- Paint brushes
- Newspaper
- Relief map of Mexico

Discipline: Geography or Economics Grade Level: Intermediate

Time: 40 min. (2 lessons)

Topic of the Lesson: Conservation of Natural Resources

Description of the Topic: Students will be able to explore renewable and nonrenewable resources in their country and other countries and the importance of conservation.

Purpose: To enable students to recognize that our lives and the greatness of our nation depend upon the resources we get from nature. To understand that some natural resources are renewable while others are nonrenewable and that their supply can be maintained only through wise and careful use.

Skills Involved:

(1) Prerequisite: Experience of resources, writing, good psychomotor skills, use of dictionaries and encyclopedias, actual thinking, observation and prediction

(2) Activity: Writing, oral discussion, using dictionaries and encyclopedias

Procedure: Start a discussion by posing a problem, "What would happen if something went wrong with our local water system and we could not have water for the next five days?" With proper questioning the teacher will lead the class to the adoption of the specific objective.

Problem: What are the natural resources and in what ways do men depend on them?

1. Lead children to encyclopedias and dictionaries to find and list on the C.B. the natural resources needing conservation.
2. With suggestions from the children, make a list of the natural resources available in the local community. Visit one or two.
3. What additional resources does the community need and from what places do they come? Assign individual children to find out. Have them make a wall map of the USA and pin point the locations.
4. Have children write a composition on the topic, "Life without natural resources." Read to the class the most dramatic composition.

Problem: What have been some of the results of man's failure to protect and conserve natural resources?

1. Point out the effects of the unwise use of forests.
2. Identify cases of misuse of natural resources in the local area and reflect with the class upon their effect.

Problem: What should be the individual's role in conservation? Have each child write a conservation pledge. How does the future look in view of the fact that the population increases and the natural resources decrease?

Culminating Activity: Organize a campaign to alert the community to local conservation problems and urge every citizen to fulfill his responsibilities.

Materials: encyclopedias
dictionaries
pen
paper

Discipline: Government

Grade Level: Intermediate

Time: 3 days - 45 minutes each

Topic of the Lesson: Mock Election - Representative Government

Description of the Topic: The demonstration by student participation of how representative government functions.

Purpose: To have students experience how the democratic system of representative government functions by participating in mock election. Students will have the opportunity to run for office, express opinions on issues, vote and observe or participate in a meeting of representatives voting on issues.

Skills Involved:

(1) Prerequisite: addition, number recognition, reading, writing, letter writing, speaking

(2) Activity: voter registration, voting, conducting an election, function of representative government, petitions, lobbies, studies, parliamentary procedure

Procedures: Students are to select issues to be voted on in the meeting of the representatives. The teacher will divide students into precinct, appoint or ask for volunteers for class voter registrar, precinct chairman, and names of students running for president, vice-president, and representatives. Students register to vote in precincts and receive voter registrations forms. While students not running for office write letters, petitions, lobby, conduct studies or form groups, the teacher will meet with candidates and explain rules and parliamentary procedure. Students give campaign speeches prior to voting and tabulation of votes. The president and vice-president will conduct the meeting of the representatives to vote on class issues while other students observe. Conclude with a discussion of the election.

Materials: voter registration forms
voter registration lists
voting boxes
ballots
copies for each candidate of campaign rules and parliamentary procedure

Discipline: Government

Grade Level: Intermediate

Time: 45 minutes

Topic of the Lesson: Learning important terms in Government

Description of the Topic: This topic deals with the important words and concepts that are an integral part of the study of Government.

Skills Involved:

(1) Prerequisite: Comprehension

(2) Activity: Vocabulary building and recall

Procedures: For this activity the class will be divided into two teams in order to play a type of password game. An important term will be placed on the board and one player from each team will sit with his back to this word while one of his teammates gives him clues about the word or concept. Only clues pertinent to the subject should be allowed and a loss of points or loss of turn should result if a player violates this rule. Five points are given if the answer is given on the first attempt, and points given will decrease with each attempt. This game will proceed in a manner similar to the actual password game. The first team that reaches fifty is declared the winner.

Materials: strips of construction paper on which terms to know will be printed.
tape

Discipline: Psychology

Grade Level: Intermediate

Time: 2 - 45 min. periods

Topic of the Lesson: Dealing with Anger, Aggression, and Hatred

Description of the Topic: Learning how to deal in a positive way with anger, aggression, and hatred.

Purpose: To teach students that we all have times when we feel anger, aggression or hatred for ourselves and others, but if we do not learn to put these feelings into proper perspective they can build-up inside of us until we literally explode into irrational behavior which becomes impossible to control and can be harmful to ourselves and others.

Skills Involved:

(1) Prerequisites: The students need to have some basic understanding of what makes them feel anger, aggression, and hatred.

(2) Activity: A. The teacher should give a brief lecture on feelings and emotions, emphasizing that everyone experiences the emotions of love, anger, happiness, contentment, aggression, hatred, etc. (It may be a good idea to define certain terms such as aggression, contentment, etc.) Give examples of each and allow the students to add to them if they wish. Ask the students to think about what makes them feel anger, aggression or hatred and to try to be specific.

B. On the 2nd day of the lesson provide newspapers to the students and divide the class into small groups. Ask them to look for specific examples of "lack of control" such as child abuse, murder, beatings, etc.

Procedure: A. Ask the students to write down some specific instances of when they have felt anger, aggression or hatred. Then ask them to try to think of various ways that they can overcome those feelings. A class discussion of their examples should follow; however, if the class seems reluctant to reveal their examples, collect them and read them outloud but do not use names.

B. Ask the groups to get at least two examples and then to decide together what happened and to speculate how or why it happened and to think of ways that it could have been avoided. Tell them that they must be prepared to defend their answers. The teacher should spend some time with each group to make sure that they are on the right track, but he/she should not influence their answers.

Materials: A. Examples of the various emotions.
B. Newspapers

Discipline: Anthropology Grade Level: Intermediate

Time: 60 minutes

Topic of the Lesson: Races of Mankind

Description of the Topic: The different types of man. The three basic races are Mongoloid, Caucasian, and Negroid. These three races can be broken down into separate branches.

Purpose: To help students understand the races of mankind. The student will see who comprises the Mongoloid race, Negroid race and Caucasian race. Also the student will study the characteristics of each basic race such as skin, hair, eyes, etc.

Skills Involved:

(1) Prerequisite: Ability to read, write, and speak clearly.

(2) Activity: Same as above and the ability to use research materials.

Procedures: The students will study the three basic races and then divide up into several groups. Each group will be assigned a race and will develop a list of famous people from their assigned race. After studying famous people from each race, a spokesman from each group will give a class report over five famous people. The report should tell about the famous person and describe how they became famous.

Materials: Paper
Pen
Pencil
Resources